

Lesson Plan 3: Barriers to Change



65 min

Learning Outcomes



At the end of this session participants will be able to:

1. Explain the major barriers to behavior change.
2. Describe the qualities that a Community Health Promoter needs to help others overcome barriers to behavior change.

Materials



- Markers
- Flipchart paper
- Masking tape
- Meta cards
- White board or soft board
- Mina cartoon

Preparation



- Read and prepare Lesson Plan
- Write the session Learning Outcomes on flip chart paper
- Prepare a flip chart drawing of 3 circles
- Prepare 1 smiley face on one meta card, and a sad face on another meta card
- Print a picture of Mina from the Mina cartoon (can be downloaded from internet and laminated)

Introduction

10 minutes



1. Tell the participants you are going to tell a story. Read or tell the following:

Story:

Mina was a student in secondary school. One day she participated in a training session on hand-washing and she loved it. She came back home that day with hand-washing soap. When she was washing her hands with soap before supper, her mother scolded her for wasting time. She tried to convince her mother but her mother ignored her. She continued hand-washing with soap for a few more days. One day, she lost her soap. She was unable to buy new soap. She asked her father to buy new soap but he did not want to spend the money to buy it. Mina did not have any money to buy new soap. Unwillingly, she returned to her previous practice of hand-washing without soap.

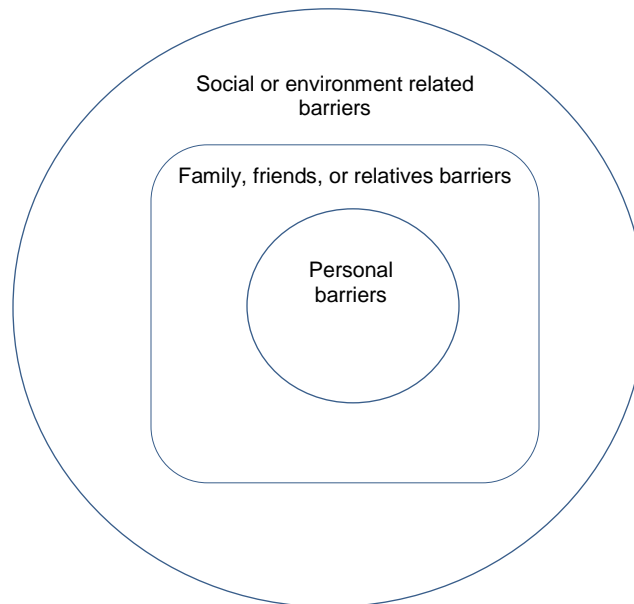
2. After the story, ask the participants to discuss:
 - Why did the girl return to her previous behavior?
 - What caused her to not sustain her new behavior?
 - Have they ever experienced this type of situation?
3. In pairs, ask the participants to discuss reasons why it can be difficult to adopt new behaviors.
4. Present the Learning Outcomes.

Barriers to Behavior Change

20 minutes



1. Ask the participants to think about 1 behavior they tried in the past, but failed to continue or dropped later on. Ask them to keep it in their mind, or write it in their notebook.
2. Divide the participants into 4 groups and ask them to write reasons or barriers for changing or improving or applying new behaviors, on meta cards. Make sure only 1 barrier is on each meta card.
3. Ask them to post the meta cards on the board. If there is important information missing, add it.
4. Ask the participants to each pick 2 or 3 of the meta cards on the board, and then stick them to the chart, similar to the 1 below:



5. Discuss as a large group. What does each category mean? Ask a few volunteers to explain why they posted their meta cards in that category. Adjust and rearrange the cards if necessary.

6. Summarize the activity. Explain that experiencing all of these barriers at some point can be expected when working with communities, and that many can be overcome.

Attitudes for Overcoming Barriers**20 minutes**

1. Return to the previous story of Mina.
2. Paste the picture of Mina to the side of the barrier chart, being careful not to obstruct the chart and meta cards.
3. Ask the participants to volunteer suggestions for how they think Mina would feel after experiencing all the barriers and challenges while trying to change her behavior. For example: sad, frustrated, challenged, hopeless, etc.
4. Paste the sad face picture next to the picture of Mina to represent her feelings at this stage.
5. Next, paste the happy face picture below the sad face on the same chart, leaving some space between the 2 pictures. Explain this is how we want Mina to feel.
6. Divide the participants into 3 groups.
7. Ask to the participants to discuss in a group:
 - What qualities should a CHP have to help a person like Mina be successful in changing their behavior? Draw an arrow from the sad face towards the happy face as you explain.
8. Ask each group to record their ideas on meta cards, 1 quality on each card. The facilitator can offer suggestions if participants are having difficulty. For example: understanding, guiding, influencing, patient, continuous follow-up, compassionate, calm, respectful, etc.
9. After 5 minutes share in a large group. Ask each group to paste their cards in between the happy and sad faces, on or beside the barrier chart.
10. Summarize the main ideas and add any missing information.

Review**15 minutes**

1. In 2 groups, ask the participants to create a short role-play about 1 of the barriers that prevents people from changing behavior. Ask them to showcase the barrier and how a CHP can help people overcome that barrier.
2. Give each group 5 minutes to prepare their role-play.
3. Present each group's role-play activity and debrief.

Reflections on Lesson